Service Delivery Indicators

FIELD MANUAL

Education

KENYA

Contents

Introduction

The purpose of the Field Manual is to provide guidance to team leaders and enumerators. The Field Manual contains detailed information on procedures for carrying out fieldwork. All team members should prepare for fieldwork by familiarizing themselves with the manual. Once in the field, the Field Manual serves as a detailed guide that describes procedures for conducting interviews; conducting observation-based data collection; and using specific tools. This version of the Field Manual will be updated periodically and supervisors and enumerators are encouraged to give feedback and recommendations that will enhance the quality and utility of the manual.[1]

The manual contains three sections. The first section provides a general introduction to the survey instrument, background information, the team composition, roles and responsibilities, and materials required for fieldwork. The second section provides general instructions on how to carry out the survey in the field and how to maintain data quality. Topics covered in this section include building rapport with respondents, tips for conducting interviews, asking questions, recording responses, following skip patterns, correcting mistakes, checking completed survey forms and reducing non-response. Second section also contains a module targeted specifically at Team leaders, which contains extra information on the role and responsibilities of Team leaders. The third section presents instructions for implementing key elements of each of the Modules of the survey instrument. The annexes offer a rich set of resources for survey preparation and implementation.

SDI Survey Team

Enumerator: The responsibilities of the enumerators include the following: (i) Completing all required interviews, observations and assessments/tests; and (ii) Checking completed survey forms to ensure that all questions were asked and all responses legibly recorded. This should be done at the end of the first visit to enable the enumerator to ask any questions that were inadvertently skipped or for which responses were recorded illegibly.

Team Leader: The team leader is the senior member of each field team. He/she is responsible for the well-being and safety of team members, as well as the completion of the assigned workload and the maintenance of data quality for that team. Each team leader receives his/her assignments from and reports to the Survey supervisor. The specific responsibilities of the team leader are to make the necessary preparations for fieldwork, to organize and direct the fieldwork, and to carry out data quality maintenance activities. Satisfactory completion of work at all schools has to be certified by both the Team leader and submitted to the Survey supervisor for review and approval. Without approval at these two levels, the team's work will be deemed incomplete.

Survey Supervisor: The Survey Supervisor is responsible for ensuring that all Quality Assurance Standards set and required during enumeration are met. During the first few days of the survey, the survey supervisor works very closely with all teams by accompanying the field teams randomly, observing part/full interviews and ensures that enumerators follow the right protocol, interviews are administered as per the set instructions and ensures quality control measures are being followed e.g. use of correct codes in questionnaire, skip patterns are being followed, all questions applicable have been administered, there is no contradictory information etc. In addition any frequently made errors observed are promptly communicated to all team leaders so that they can be amended and are not repeated for rest of the survey.

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[1] Feedback should be provided to: gmartin2@worldbank.org.

In addition the survey supervisor continues to make random spot checks in the field to ensure that the enumeration process is being carried out correctly and provides additional guidance to the field teams.

Organizing the fieldwork: You are a team of 8 people i.e. 4 pairs. Every pair has a specific task to carry out. It's up to the pair to organize themselves at the beginning of each visit. When you arrive at the facility, after making contact and introducing yourself, tell the school principal of your objectives and organize the work with his help.

At any time, make sure that you have enough questionnaires and that you have properly revised the questionnaires already completed. Save all work performed daily using the notebook control. All assignments and work performed by each enumerator for each study area must be carefully controlled to ensure that work is done completely and accurately.

Before leaving the school, make sure that the questionnaires were properly filled out: check missing answers and check whether they have been by omission or because of questions to skip. Indeed, missing answers to questions are a serious problem for surveys. They can be a source of bias and therefore it is important that the supervisor ensures that questionnaires are filled properly. Once you have checked the questionnaire, you can give them to the controller when he stops for supervisory visits.

Instrument Composition

The survey instrument consists of the following 6 modules, as shown in Table 1. Instructions for implementing key elements of the various instruments are presented in Section 3.

Table 1. Survey instrument composition

Module of Instrument	Module Title	Data Collector	Interviewee	Description
Module 1	School Information	Enumerator 1	Principal/Head Teacher	Administered to the head of the school to collect information about school type, facilities, school governance, student numbers and school hours.
Module 2A and 2B	Teacher Roster	Enumerator 1	2A: Head Teacher 2B: selected Teachers	2A: Administered to head teacher to obtain a list of all school teachers. 2B: Administered to selected teachers to measure absence rates and to collect information about teacher characteristics.
Module 3	School Finances	Enumerator 1	Principal/Head Teacher	Administered to the head of the school to collect information about school finances.
Module 4	Classroom Observation	Enumerator 2	Observation (Teacher, pupils)	An observation module to assess teaching activities and classroom conditions.
Module 5	Pupil Test	Enumerator 1 and 2	Pupils	A test of students to have a measure of student learning outcomes in mathematics and language in grade four.
Module 6	Teacher Assessment	Enumerator 2	Teachers	A test of teachers covering mathematics and English subject knowledge and teaching skills.

Breakdown of School Visit

Each of the schools in the sample will be visited twice. A relatively broad survey period will have been announced in a letter (Permission Letter) forwarded by the necessary authority during which these two visits should occur.

The first visit is a pre-announced visit, i.e., the survey team will visit the school on an agreed appointment day and the school will be requested to have the necessary financial information and records available. During this first visit, all the survey modules are administered, except module 2B which will be partially completed.

The second visit is unannounced. During this visit, a rapid attendance check of ten pre-sampled teachers and a count of unstaffed classrooms are carried out (module 2B to be fully completed). Any information that was not collected in the first visits can be collected during this visit.

Table 2.

Day One	
Enumerator 1	**Enumerator 2**
Arrival at the school in the morning	
Meet with the principal/ head teacher (or most senior teacher present in the school) for introduction, purpose and permission	
Completes the school information module with the principal/ head teacher (modules 1).	Observes a grade four mathematics or English lesson (module 4).
Collects list of all teachers (module 2A).	Selects a random sample of ten pupils from the grade four lesson observed.
Selects a sample of ten teachers.	Administers pupil test to ten grade four pupils (module 5).
Walks around the school (with a member of staff) to find and interview the 10 randomly selected teachers to collect absence and personal information (module 2B).	Administers the teacher test (module 6) en masse during the lunch break to: - all the grade four teachers; - the previous year's grade three class teacher - 3 – 5 teachers that teach only grade five and above.
Completes the school finances module with the principal/ head teacher or school accountant/ treasurer (module 3).	
Day Two	
Enumerator one	**Enumerator two**
Arrival at the school in the morning.	
Meet with the principal/ head teacher for permission to complete survey.	
Walks around the school (with a member of staff) to record the attendance of ten pre-selected teachers and interviews the teachers that were not present during the first visit to collect personal information (module 2B).	
Counts number of unstaffed classrooms.	
Collects any outstanding information or uncompleted modules.	

Materials required for fieldwork

Before leaving for the field, the team leader is responsible for collecting adequate supplies from the Survey supervisor of all materials the team will need in the field. These items are listed below:

Table 3.

Fieldwork documents		
	Survey instruments and tools	
	Letter of Introduction to school authorities Copy of Letter of Permission that was previously sent by the education authorities to the school	
	Maps showing the location of all sampled facilities	
	Field Manual (one for the team leader, three each for the enumerators)	
	Team leader's Tracking Sheets: One "Team leader's Tracking Form - Log of Team Activity" per geographic area One "Log of Facility Assessment Work" per geographic area One "Facility Coversheet" for each facility being assessed	
Supplies		
	Pens (Blue pens for enumerators; red pens for the team leader; green pens for edits by any other team member)	
	Clipboards; notepads; blank paper; staplers, stapler remover and staple pins; plastic folders and rubber bands for completed questionnaires; carrying bags; backpacks	
	Flashlight and batteries Cell-phone with charger and top-up cards Global Positioning System (GPS) device (including charger)	
Other		
	Funds for transport arrangements Cash management sheets	

Survey Implementation

General Instructions for Enumerators and Team leaders

This section provides general instructions for enumerators and team leaders to follow during the data collection process. Successful interviewing is an art and should not be treated as a mechanical process. The art of interviewing develops with practice, but there are certain basic principles, which, if followed, will help you become a successful enumerator.

Building rapport with the respondent

At the beginning of an interview, you and the respondent are strangers to each other. The respondent's first impression of you will influence his/her willingness to cooperate with the survey. Be sure that your manner is friendly as you introduce yourself. Show the respondent the Letter of Introduction that you have been given. The following principles help to build rapport:

- *Make a good impression.* When first approaching a respondent, do your best to make him/her feel at ease. With a few well-chosen words, you can put the respondent in the right frame of mind for the interview. Open the interview with a smile and greeting such as "good morning" and then proceed with your introduction.
- *Always have a positive approach.* Never adopt an apologetic manner, and do not use words such as "Are you too, busy?" Such questions invite refusal before you start. Rather, tell the respondent: "I would like to ask you a few questions" or "I would like to talk with you for a few minutes."
- *Stress confidentiality of responses.* If the respondent is hesitant about responding to the interview or asks what the data will be used for, explain that the information you collect will remain confidential, no individual names will be used for <u>any</u> purpose, and all information will be grouped together to write a report. You should never mention other interviews or show completed questionnaires to other enumerators or Team leaders in front of a respondent or any other person not part of the SDI Survey Team.
- *Answer all questions from the respondent frankly*. Before agreeing to be interviewed, the respondent may ask you some questions about the survey or why he/she was selected to be interviewed. Be direct and pleasant when you answer.
- *Minimize distractions as much as possible.* The presence of other people or on-going activities during an interview can prevent you from getting frank, honest answers from a respondent. Many respondents change what they say, or simply say less, when other people are present. It is, therefore, very important that interviews be conducted in a setting that is as private as possible and that all questions be answered by the respondent without being influenced by the presence of others. If other people are present, explain to the respondent that some of the questions are private and ask to move the interview to a more private setting.
- *Reassure staff* that individuals are not being used for administrative purposes. During the introduction, reassure them that the data is not being used for promotions or sanctions, and no individuals will be identified in the study (stress confidentiality). Individual staff is not being graded, but the government is looking for overall areas of strengths and weaknesses in schools.
- *Minimize interference* with the day's work. Make sure that the work that needs to be done at the facility is not unduly interrupted because of the interviews or observations.

Tips for conducting the interview

- *Be neutral throughout the interview*. Most people are polite and will tend to give answers that they think you want to hear. It is therefore very important that you remain absolutely neutral as you ask the questions. Never, either by the expression on your face or by the tone of your voice, allow the respondent to think that he/she has given the "right" or "wrong" answer to the question. Never appear to approve or disapprove of any of the respondent's replies. For interviews with and observations of providers, it is especially important to ensure that they understand that you are not there to judge them personally and that their identities will not be revealed in any way.

- *Never suggest answers to the respondent*. If a respondent's answer is not relevant to a question, do not prompt him/her by saying something like "I suppose you mean that….Is that right?" In many cases, respondents will agree with your interpretation of their answer, even when that is not what they meant. You should probe in such a manner that the respondent comes up with the relevant answer themselves, in their own words.

- *Do not change the wording or sequence of questions*. The wording of the questions and their sequence in the questionnaire must be maintained. If the respondent has not understood the question, you should repeat the question slowly and clearly. Only if the respondent still does not understand at that point, may you reword the question, being careful not to alter the meaning of the original question.

- *Follow instructions in the instrument carefully*. For some questions on the survey instruments, it is required that you read the list of possible responses to the respondent. Such questions are accompanied by an instruction to "Read List." When no such instruction accompanies the question, it is necessary that you refrain from reading the list of possible responses out loud or showing them to the respondent. Listen to the respondent reply in his/her own words, and then circle the relevant response(s) on the form without reading the responses out loud.

- *Handle hesitant respondents tactfully*. If the respondent gives irrelevant or elaborate answers, do not stop him/her abruptly or rudely, but listen to what he/she has to say and then try to steer him/her back to the original question. If the respondent is reluctant or unwilling to answer a question, try to overcome his/her reluctance with tact and patience. If the respondent still refuses, simply record REFUSED and proceed as if nothing happened. Remember, the respondent cannot be forced to give an answer.

- *Do not form expectations*. You must not form expectations of the ability and knowledge of the respondent.

- *Do not hurry the interview*. Ask the questions slowly to ensure the respondent understands what is being asked. After you have asked a question, pause and give the respondent time to think. If the respondent feels hurried or is not allowed to formulate his/her own opinion, he/she may respond with 'I don't know" or give an inaccurate answer. Remind the respondent that there is no hurry and that his/her opinion is important.

- *Do not interfere with teaching*. During observations, you should stay out of the way of the patient and the provider. Find a place to stand that is not in the direct view of either the patient or the provider. Do not offer advice to the provider or the patient, or respond with sounds or body movements that might be interpreted as approving or disapproving of the care. You must maintain neutrality, and not get in the way of the provider or the patient.

Asking questions

Ask each question exactly as it is written in the instrument. When asking a question, be sure to speak slowly and clearly, so that the respondent will have no difficulty hearing and understanding the question. At times you may need to repeat the question to be sure that the respondent understands it. In such cases, do not change the wording of the question but repeat it exactly as it is written. If,

after you have repeated a question, the respondent still does not understand it, make a note in the questionnaire that this question requires additional pilot testing in order to clarify wording. Enumerators are not responsible for rewording questions during interviews.

Some sections have additional instructions regarding how they should be asked. Possible responses to some questions should be read aloud to the respondent, while others should not be. In the latter case, the enumerator should ask the question and then listen to the respondent's spontaneous response without reading the list of replies on the survey form. In some cases, you may have to ask additional questions to obtain a complete answer from a respondent. This is called *probing*. If you do this, you must be careful that your probes are "neutral" and that they do not suggest an answer to the respondent. Probing requires both tact and skill; it is one of the most challenging aspects of conducting an interview. When specific instructions regarding how questions should be asked are required, they are always indicated on the survey forms.

Recording responses

All enumerators will use pens with blue ink to complete all questionnaires. Team leaders will do all their work using pens with red ink. NEVER LEAVE A RESPONSE BLANK! A BLANK IS RECORDED AS "MISSING INFORMATION" BECAUSE IT IS NOT KNOWN WHETHER YOU ASKED THE QUESTION OR NOT. IF A RESPONSE IS NEGATIVE, THE NEGATIVE RESPONSE MUST BE CIRCLED.

Most of the questions have responses that are in form of number codes. To record a respondent's answer, you merely record the number code that corresponds to the reply in the space provided. For many questions, a numeric response is appropriate and should be entered in the available boxes.

Example where only one response is correct

| What is your position at this school? | Head teacher/ principal = 1
Deputy head teacher = 2
Senior teacher = 3
Teacher (civil servant)= 4
Teacher (paid contract) = 5
Teacher (volunteer) = 6
Other (specify) = 7
Don't know = 99 | \|____\|\|____\| _____ |

Example where more than one option might require a response:

| If yes, what did you have for breakfast this morning?

(list all relevant responses) | Bread, pancake, cake or doughnut (e.g. chapati, mandazi) = 1
Ugali, Irio or Githeri = 2
Rice = 3
Cassava, sweet potato or yams = 4
Porridge (uji) = 5
Beans (maharagwe) = 6
Fruit/ vegetable = 7
Eggs = 8
Meat, chicken or fish = 9
Milk or yogurt = 10
Tea or coffee = 11 | \|__\|\|__\|\|__\|\|__\| |

Responses for questions where the reply is not pre-coded should also be recorded in the space provided.

| How many teachers work in this school? (Including the head teacher if he/ she teaches)(Note: paid and non paid teachers) | \|___\| \|___\| |

In some cases, responses include an OTHER category. The OTHER code should be recorded when the respondent's answer is different from any of the pre-coded responses listed for the question and the respondents answer should be specified on the line provided. Before using the OTHER code, make sure that the answer does not fit in any of the other categories.

Reference period

Questions with a reference period that asks whether or how often a particular activity was conducted during a given time period: "the reference period" or "recall period". This survey instrument uses the following reference periods:

Table 5.

Reference Period	Interpretation
This year	Current academic year – Jan to Dec 2012
Last year	Previous academic year – Jan to Dec 2011
12 months preceding the interview	Self-explanatory
Last fiscal year	July 2010 to June 2011
This fiscal year	July 2011 to June 2012

Following Skip Patterns

In cases where a particular response makes subsequent questions irrelevant, an instruction is provided and the " → " symbol will be found, followed by the number of the question that the data collector should jump to.

It is important to follow skip patterns carefully. If, on the one hand, irrelevant questions are asked, the respondent may become irritated or disinterested. If, on the other hand, the field surveyor inadvertently skips over a relevant question when following a skip pattern incorrectly, valuable information is lost. Every question on a survey form must be answered unless a skip is indicated by a skip pattern or the respondent refuses to the answer the question. It is imperative that all Enumerators be very conscientious when following skip patterns.

Correcting mistakes

It is very important that you record all answers neatly. For pre-coded responses, be sure that you write the code for correct response carefully. For open-ended responses, the reply should be written legibly so that it can be easily read. If you made a mistake in entering a respondent's answer or the respondent changes his/her mind, be sure that you cross out the incorrect response and enter the right answer. Do not try to erase the answer. Put two lines through the incorrect response and write down the correct response.

Checking completed survey forms

It is the responsibility of the enumerator to review each survey form when finished with an interview, observation or assessment. This review should be done before the respondent leaves, to ensure that every appropriate question was asked, that all answers are clear and reasonable, and that the handwriting is legible. Also check that the skip instructions were followed correctly. Minor corrections can be made, but any serious error should be clarified by the respondent. Simply explain to the respondent that you made an error and ask the question again.

Do not recopy the questionnaires. As long as the answers are clear and readable, it is not necessary that the questionnaire itself be neat. Every time you transcribe the answer to a new question, you increase the chance of error. For this reason, using the work sheets to collect information is not allowed. Record ALL information on the survey forms that have been provided to you. Any calculations you make should be written in the margins or on the back of the questionnaires.

Anything out of the ordinary should be explained either in the margins near the relevant question or in the comments section at the end. These comments are very helpful to the team leader and field editor in checking questionnaires. Comments are also read in the office and used to resolve problems encountered during data entry.

Team leader Responsibilities

The supervisor must refer to the manual for the technical conduct of work during any phase of the fieldwork. Instructions have been prepared to provide information needed to effectively carry out your tasks. You should carefully study these instructions because it is essential for you to fully understand the questionnaires and how to fill them. It is also important that you check the questionnaires filled by the other, correct and codify them.

You are the most senior in the team. It is your duty to ensure the welfare and safety of your team, you must make sure that the workload that falls to the team is completed and you are also responsible for maintaining data quality. You are especially responsible for the management of fieldwork, as well as monitoring data collected.

General responsibilities
- The first step is to make courtesy visits of the authorities of the locality, even if the investigation concerns only schools. Go visit them, explain them the objectives of the survey as they could help you in many ways.
- Establish contact with the facilities visited. Contacts have already been established prior to your arrival by the district and _____ team. It is your responsibility to present the team and organize the work in schools.
- If necessary, arrange for housing for team's members.
- Check the list of schools that was given to you and update it with the district officer.
- Spread the work to enumerators in accordance with the instructions you were given during training.
- Keep the notebook control to ensure that work is proceeding normally and no school has been omitted.
- Check questionnaires on-site, including yours and proceed to the codification if they are deemed complete and properly filled.
- Sort the questionnaires filled by the method that was shown to you and deliver them to the controller during his supervision visit.
- Communicate any problems that may arise on the field to the survey supervisors.
- You are responsible for the management of the vehicle and all other materials that you have been given for the work. Make sure they are used only for work and not for other purposes.
- As a Team Leader, you should try to develop a team spirit, maintain a harmonious working atmosphere and good organizational activities on the field.

Preparation for the fieldwork
To prepare for the fieldwork, each Team leader—with the support of the Survey supervisor—must:
- Obtain maps for each area in which his/her team will be working.
- Become familiar with the area where the team will be working and determine best arrangements for travel and accommodations. Lodging should be reasonably comfortable, located as close as possible to the interview area, and provide secure space to store survey materials. The team leader is also responsible for figuring out how and where the team is going to take its meals.
- Contact local authorities to inform them about the survey and gain their support and cooperation. Letters of Introduction will be provided, but tact and sensitivity in explaining the purpose of the survey will help win the cooperation needed to carry out the survey.
- Obtain all monetary advances, supplies, and equipment necessary for the team to complete its assigned interviews. Careful preparation by the team leader is important for facilitating

the work of the team in the field, for maintaining enumerator morale, and for ensuring contact with the central office throughout the fieldwork.
- Ensure that the travel plan is discussed with all team members.

Executing the fieldwork

During the fieldwork, each team leader will:

- Locate the school facility that has been selected for inclusion in the survey.
- Introduce the team to the in-charge i.e. Head/Deputy Teacher and then explain the requirements i.e.
    - Some records from the Head Teacher/ Deputy –financial e.g. budget and expenditure for year 2011
    - Minutes of official meetings held by school e.g. PTA, SMC etc.
    - Establish when Grade/Class 4 are having an English or Mathematics lesson
    - Also inform the Head Teacher/ Deputy to request for all class 4 English and/or Mathematics teachers, teachers who taught class 3 English and/or Mathematics in previous year(2011) and about 3-5 teachers who teach English and/or Mathematics to class 5 onwards to assemble in a suitable room in the school at lunch time(i.e. staff room or any other empty class)
- Assign work to enumerators and deploy them to sites.
- Make sure that assignments are carried out.
- Carry out quality control work.
- Regularly send/communicate progress reports and information about the team's location with every destination change to the central office.
- Communicate any problems to the team coordinator on a periodic basis.
- Assume responsibility for upkeep of the communication equipment.
- Take charge of the team vehicle, ensuring that it is kept in good repair and that it is used only for project work.
- Arrange lodging and food for the team.
- Maintain a positive team spirit. A congenial work atmosphere, along with careful planning of field activities, contributes to the overall quality of the survey.
- Check all facility forms before leaving the facility to ensure that they are filled out correctly.

Monitoring performance of Enumerators

The Team leaders are to monitor enumerator performance with the aim of improving and maintaining the quality of the data collected. Close supervision of enumerators and editing of completed interviews are essential to ensure that accurate and complete data are collected. By checking the enumerators' work regularly the team leader can ensure that the quality of the data collection remains high throughout the survey.

It is necessary to observe the enumerators more frequently at the beginning of the survey and again toward the end. In the beginning, the enumerators may make errors due to lack of experience or lack of familiarity with the questionnaire; these can be corrected with additional training as the survey progresses. It is also crucial during this initial phase of fieldwork to eliminate any enumerator error patterns before they become habits. Toward the end of the survey, enumerators may become bored or tired; lack of attention to detail may result in carelessness with the data. To maintain the quality of data, the team leader should check the performance of enumerators thoroughly at these times.

Motivation and maintaining morale

The team leader plays a vital role in creating and maintaining motivation and morale among the enumerators—two elements that are essential to good-quality work. To achieve this, Team leaders must ensure that the enumerators:

- Understand clearly what is expected of them
- Are properly guided and supervised in their work
- Receive recognition for good work
- Are stimulated to improve their work
- Work in tranquil and secure conditions.

In working with the enumerators it may be useful to adhere to the following principles:

- Rather than giving direct orders, try to gain voluntary compliance before demanding it.
- Without losing a sense of authority, try to involve the enumerators in making decisions, and at the same time, see to it that the decision remains firm.
- When pointing out an error, do so in private, in a tactful and friendly manner. Listen to the enumerator's explanation, show him/her that you are trying to help him/her, examine the causes of the problem together and finally explain your plan for improvement and correction.
- When enumerators voice complaints, listen with patience and try to resolve them.
- Try to foster team spirit and group work.
- Under no circumstances show preference for one or another of the enumerators.
- Try to develop a friendly and informal atmosphere.

Finally, it is important to *demonstrate* punctuality, enthusiasm, and dedication in order to demand the same of other team members. An ill-prepared supervisor will not be able to demand high-quality work from enumerators and will soon lose credibility and authority. The collective conduct, morale and motivation of enumerators depend directly on the personal conduct, morale and motivation of their supervisor.

Observing the Enumerators during interviews

The purpose of the observation is to evaluate and improve enumerator performance and to look for errors and misconceptions that cannot be detected through editing. It is common for a completed questionnaire to be technically free of errors but for the enumerator to have asked a number of questions inaccurately. Each team leader, in addition to paying attention to how the Enumerators words questions, can detect a great deal from watching how the enumerators conduct themselves, how they treat the respondent, and how they fill out the questionnaire.

When observing Enumerators, the team leader should sit close enough to see what the enumerator is writing. This way, she/he can see whether the enumerator interprets the respondent correctly and follows the proper skip patterns. It is important to note all problem areas and issues to be discussed later in review session with the enumerator. The team leader should not intervene during the course of the interview and should try to conduct himself/herself in such a manner that prevents the enumerator from feeling nervous or uneasy.

After each observation, the team leader and enumerator should discuss the enumerator's performance in a review session. The questionnaire should be reviewed, and the team leader should mention things that the enumerator did correctly as well as any problems or mistakes. The team leader should also listen to any feedback that the enumerator has to offer. Always acknowledge good work done by Enumerators; positive feedback can help build morale.

Each enumerator should be observed closely during the first two days of fieldwork so that any errors made consistently are caught immediately. Additional observations of each enumerator's performance should be made throughout the team's time in the field.

Conducting team meetings
In addition, each team leader is responsible for arranging and conducting daily team meetings to discuss common errors and provide a forum to address any issues the teams may encounter during the day. These team meetings should be held daily for the first week then at least every other day thereafter. At team meetings, the team leader should point out mistakes discovered during observation of interviews or noticed during questionnaire editing. She/he should discuss examples of actual mistakes, being careful not to embarrass individual enumerators. Re-reading relevant sections from the manual together with the team can help resolve problems. The team leader can also encourage the enumerators to talk about any situations they encountered in the field that were not covered in training. The group should discuss whether or not the situation was handled properly and how similar situations should be handled in the future. Team members can learn a lot from one another in these meetings and should feel free to discuss their own mistakes without fear of embarrassment. Review sessions are an opportunity to teach and improve performance. They are also an invaluable opportunity for the team leader to listen to and learn from Enumerators.

The discussion points of team meetings should be summarized and submitted with the weekly progress reports to the field and project managers.

Editing questionnaires

The Team leader must ensure that questionnaires are checked and corrected for completeness, legibility, and consistency. *Every* questionnaire must be completely checked in the field. This is necessary because even a small error can create much bigger problems after the information has been entered into the computer and tabulations have been run. Often, small errors can be corrected just by asking the enumerator. For example, if an answer of '02 MONTHS' is inconsistent with another response, the enumerator may recall that the respondent said '2 years,' and the error can easily be corrected. In other cases, the enumerator will have to go back to the respondent to get the correct information. **TIMELY EDITING PERMITS CORRECTION OF QUESTIONNAIRES IN THE FIELD**.

If the errors are major ones, an entire questionnaire may be omitted from the analysis. As you are editing questionnaires in the field, it may help to try imagining how the questionnaire would look to a clerk in the office. Would he or she be able to read the responses? Are the answers consistent? Since editing is such an important task, we have prepared a set of instructions that describe the procedures for editing questionnaires.

Instructions for editing questionnaires
The following should be done before leaving the facility surveyed. Whenever possible, the team leader should check and correct the questionnaires as soon as they have been completed by the surveyor:
- As you go through the questionnaires, if a response is missing (that is, there is no answer recorded because the question was not asked) or the response is inconsistent with other information in the questionnaire and you cannot determine the correct response, put a question mark ('?') next to the item **WITH A RED PEN**. Write the page number or the question number on the front or back of the questionnaire; this way, you can quickly remember later what problems you found. When you have completed the editing, discuss with each enumerator, individually, the observations you found. Any errors that you find frequently should be discussed with the whole team.

- For every mistake or inconsistent answer found, the surveyor and/or team leader should go back to the respondent to clarify his or her response to the question.
- **NOTE: UNDER NO CIRCUMSTANCES SHOULD YOU MAKE UP AN ANSWER**
- If it is not possible to return to the respondent to resolve inconsistencies or missing information, the team supervisor should make a note of this in the supervisor's log and in the comments section of the instrument. It is then up to the analysis team to decide how to use this data.
- In checking through each questionnaire, be sure that the numbers entered in boxes are readable.
- In checking each questionnaire, make certain that the respondent was asked all questions appropriate for him or her (check that the enumerator followed the skip instructions). You will need to look for:
    - Questions for which a response is recorded when it appears there should be no response (in this case, cross out the response by drawing two lines through the code with your red pen)
    - Questions for which no response is recorded when it appears there should be a response (in this case, try to find the correct response as described in paragraph (2) above or leave blank).
- **ALWAYS USE A RED PEN TO MAKE CORRECTIONS**
- Check the ranges for all variables that are not pre-coded (e.g., a woman cannot have 24 sons living with her) and carry out the other consistency checks that are listed. Mark any inconsistencies with a red pen.

Once the team leader has checked and corrected the questionnaire, she/he should sign their name on the space provided on the front page.

Data Quality

Before leaving the facility, the field editor must check each completed interview and observation form for completeness, legibility and consistency. If the forms have not been filled out in a complete and legible manner, the surveyor should go back to the respondent to collect the missing or illegible data. To ensure excellent data quality, the team leader will also check the forms for quality. It is especially important for the team leader to conduct a careful review of all survey forms at the initial stages of fieldwork.

One major threat to data quality is a high rate of non-response. When potential respondents refuse to participate at a high rate, bias is often introduced. People who refuse tend to be different than people who consent to participate. It is therefore important that the team reduce the non-response rate as much as possible. If the respondent refuses to be interviewed, a reasonable and polite effort should be made to elicit consent from the respondent to participate in the study. Refusals may stem from misconceptions about the survey or other prejudices. The enumerator must consider the respondent's point of view, adapt to it, and reassure him/her. In some cases, the team leader may have a better chance of carrying out the interview. Linguistic and ethnic barriers between the respondent and the enumerator can sometimes lead to refusal – it is best to limit this possibility by ensuring that surveyors have the same linguistic and ethnic background as the surveyed community members.

Specific Instructions for Survey Instrument Modules

As mentioned, during this first visit, the following sections/modules are administered: Coversheet Module 1, 2A, 2B, 3, 4, 5 and 6. During the second (unannounced) visit Module 2B is completed.

Cover Sheet

<u>Interviewee</u>: School principal (or the head teacher or most senior teacher present in the school)

- Arrive at the school between 8.00 and 8.30am.

- Upon arrival, complete the Cover Sheet. Some of the information can be ahead of arrival such as: Team codes (see Annex A)
  Geographic codes (see Annex B)
  School codes (see Annex C).
- Note your time if arrival and dates for first visit. Do not indicate the date of the second visit.

- **GPS Coordinates** have to be completed when you are physically at the school. Follow the instructions carefully as described in Annex D.

- **Introduction:** When you arrive, search for the school principal (or the head teacher or most senior teacher present in the school). Both enumerators meet with the school principal. Make sure you have the following handy: Letter of Introduction/ letter of Permission.

- Introduce yourself and your colleague and explain the objectives of the visit:

  MY NAME IS ....AND MY COLLEAGUE'S NAME IS ………… WE ARE FROM ….

  WE ARE CONDUCTING A SURVEY ON SERVICE DELIVERY ISSUES IN PRIMARY EDUCATION WITH THE SUPPORT OF THE GOVERNMENT IN SELECTED COMMUNITIES IN KENYA IN ORDER TO IDENTIFY PROBLEMS AND CONSTRAINTS IN THE EDUCATION SECTOR.

  WE WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT THE TEACHERS, THE SCHOOL INFRASTRUCTURE AND RESOURCES. ALSO WE WOULD LIKE TO INTERVIEW SOME OF YOUR TEACHERS AND OBSERVE TWO GRADE 4 CLASSES. IN ADDITION, WE WOULD LIKE TO TEST GRADE-4 TEACHERS AND 10 GRADE-4 STUDENTS.

  ALL INTERVIEWS AND INFORMATION WILL BE TREATED WITH STRICT CONFIDENTIALITY SO THAT NO INDIVIDUAL CAN BE IDENTIFIED.

  THE WHOLE VISIT WILL NOT LAST MORE THAN THE MORNING.

  WE WILL DO OUR BEST TO REDUCE THE EFFECT OF OUR SURVEY ON THE SCHOOL DAY.

- **Permission and refusal**: Ask the school principal the permission for your colleague to start the observations of and testing, while you ask him a few questions:

  I WOULD LIKE TO START BY ASKING YOU A FEW QUESTIONS THE SCHOOL'S CHARACTERISTICS. I WOULD ALSO LIKE TO ASK YOU ABOUT THE TEACHERS AT THE SCHOOL AND TO CONFIRM THEIR PRESENCE. THIS SHOULD TAKE ABOUT 30 MINUTES.

DURING THIS TIME, IF YOU DON'T MIND, MY COLLEAGUE WILL SIT IN ONE GRADE 4 CLASS TO OBSERVE THE ACTIVITIES

- If the head teacher or school principal is not present, ask the deputy head teacher or most senior teacher for permission and request that he/ she assist in completing the survey.

- If none of the senior staff are present and there is no suitable person to assist in completing the survey, call the Team leader.

- If the respondent does not agree to be interviewed, inquire the reason, and address any questions that the principal may have. If the respondent still refuses, call the Team leader.

Module 1: School Information

<u>Interviewee</u>: School principal (or the head teacher or most senior teacher present in the school)

- **Definition of urban and rural**: the SDI survey will seek to categorize rural and urban areas as defined by national statistical office (based on a calculation of the difference between total population and urban population). Generally, rural areas fall outside the boundaries of designated cities, municipalities, towns and urban centers.

- **School governance**: ask the respondent to show you the minutes of the meetings of meetings with the parent teacher association (PTA), school management committee or board of governors and confirm the dates. Note whether the minutes were seen.

- **Sanitation**: You will need to physically inspect school toilets. Note if they are clean, functioning, private (i.e. with a door) and whether they are accessible to students (e.g. unlocked) at that time.
- If the school toilets are in different conditions, report on the condition of the majority of the toilets.
- Clean: the floors and walls of the toilet are clean and free of fecal matter
- Private: the toilets have doors that can be closed. If there is no door, the toilet blocks have a wall that shields the user from sight and that separates the girls' toilets from the boys' toilets.
- Accessible: the doors of the toilets are not locked. In addition, the toilets are functioning and if pit-based, the toilets are not overflowing
- Please note in the comments field if the school does not distinguish between boys and girls toilets.

- **Pupil numbers:** Note these are the numbers enrolled, not the number of pupils in attendance. Ensure that the updated school register is used as the source of the numbers. If the school register has not been updated (at least at the start of the academic year) then request that the respondent confirms pupils numbers with the teaching staff.
- Q13: For the pre-primary and the special needs classes, record total combined number of class groupings (e.g. pre-unit, baby class, nursery) and steams in question 13 (how many streams are there per standard?).

- **School schedule** (Q17): record the schedule of the day of the visit if it is different from the usual school schedule.
- Music and Phys Ed classes will count as instructional time as long as they occur during normal school hours, but break time for playing will count as a break.
- Total number of school days (Q18): Count total number of school days including games days. Do not include days when the school is closed (e.g. due to a strike or other event) and days when the school is closed due to holidays.

Module 2A: Teacher Roster

<u>Interviewee</u>: School principal (or the head teacher or most senior teacher present in the school)

- In this table, start by noting down the total number of teaching staff employed in the school. All the teaching staff for the current school year working in this school including the respondent should be listed. Include the respondent if she/he is teaching in the current school year. Include pre-school and special needs class teachers.

- In the table, list only those teachers who are teaching during the current academic year (2012). If they are not actively teaching in 2012 (because they are on extended leave or study leave, or because they are about to be transferred and so are not coming to school) then they will not be listed.

- Teacher type definitions:

  - o Civil service teacher: teacher under a government public service contract, paid by the teacher service commission.

  - o Contract teacher: teacher hired under a non service commission contract such as teachers in private schools or teachers in public schools that are contracted directly by the school, the parents or the local government.

  - o Volunteer teacher: teacher that is not under a formal contract with the school, the parents or government. This type of teacher might occasionally receive some compensation or a stipend but not a formal salary.

- If there are more than 50 teachers working at the school, the first 50 should be listed.

- Once all the information is filled up for all the teaching staff, proceed to sample teachers to be interviewed with Module 2B using a random numbers table (see annex F). To do so, select randomly 10 teachers among all teaching staff from this teacher roster (except part-time and volunteer teachers). Use the random number table to select the 10 teaching staff from the teacher roster. **Please see next page for instructions on use of random numbers.**

- Note that if the school employs less than 10 teaching staff, all should be selected for module 2B interviews.

Use of Table of Random Numbers to Select Sample

As per the requirements under module 2B, a sample of 10 teachers is to be selected randomly from the full list of all teachers in the school.

- If a school has less than 10 teachers, all of them need to be interviewed.
- If a school has more than 10 teachers, list all of them up to a maximum of 50 teachers. Then select 10 teachers at random using the table of random numbers.
- Procedure for Using Random Number Table:

  -For a sample between 10-99, use a two-digit numbers from the Random Number Table. -For a sample between 100-999 use a three-digit numbers from the Random Number Table.

- The starting point for selection of random number is determined randomly. One can simply open the table to some arbitrary place and point to a position on the page with one's eye closed or one simply picks any row and column from the table as a starting point. Since the numbers in the Random Number Table are random, it makes no difference where one begins.
- Example:

Row No.		Column Nos. (↓)							
		1-4	5-8	9-12	13-16	17-20	21-24	25-28	29-32
1 →		3125	8144	5☰4	6703	2444	1518	3387	8772
2		1☰6	9980	1454	3074	3889	9230	2398	1598
3		4905	4956	3551	6836	6512	8312	9283	6663
4		9967	5765	1446	9288	0555	2591	8307	5280
5		5414	9534	9318	7827	5558	8651	7679	9983
6		5750	3489	9914	5737	6677	8288	7957	0899

Suppose you require sample 15 children out of total of 83 children in a class. You pick only two-digit numbers contained in the above table. Suppose you start from first row column 10/11. The random sample numbers generated are as follows:
45,46,70,32,44,41,51,83,38,78,77,21,49,69,98 and 01. However the number 98 is rejected as the class has only 83 children.

Note: For the survey please use the Random Number table attached under Annexe F

Module 2B: Teacher Questionnaire (First Visit)

<u>Interviewee</u>: To be administered individually to 10 teachers

- As mentioned above, the selection of the 10 teachers has to be done randomly based on Module 2A staff roster. The names of the selected staff should be copied to module 2B.

- Please enter teachers' names in the same order as in the table of the Staff Roster list of Module 2A.

- To record what the teacher was doing at the time when you complete this module, you will need to walk around the school with a member of staff that can identify the teachers. Note down the teachers' activity based on your direct observation. If you do not see the teacher, mark them as absent and ask the principal/ head teacher the reason for their absence.

- Mark the teacher as in class but not teaching if while in the classroom, neither the teacher nor the pupils are engaged in a learning activity.

- Reasons for absence: if the teacher is absent, ask the head teacher or the deputy about the reason for absence. Do not offer the head teacher a list of possible reason. Simply note down their response to your question.

- Leave questions 6 and 7 blank to be completed in the second visit.

- After noting the teachers' activity or absence, Interview each teacher on the list that is present to collect the information required to complete the rest of module 2B. Introduce yourself by saying:

  WE ARE CONDUCTING A SURVEY ON SERVICE DELIVERY ISSUES IN PRIMARY EDUCATION WITH THE SUPPORT OF THE GOVERNMENT IN SELECTED COMMUNITIES IN KENYA IN ORDER TO IDENTIFY PROBLEMS AND CONSTRAINTS IN THE EDUCATION SECTOR. WE WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOUR BACKGROUND.

- Definition of <u>academic education</u>: basic and higher educational qualifications that are not specific to the profession of teaching, e.g. general schooling, non vocational diploma or university degree.

- Definition of <u>professional training</u>: education or training that prepares individuals for jobs and careers in teaching, e.g. teacher training certificates or diplomas.

  o ECD certificate: early childhood development qualification (diploma or certificate)
  o Primary 1 certificate: Basic primary teaching qualification. ATS (approved teacher service) should be listed as P1 certificate. Senior Approved Teacher (S1, S2, S3, etc.) are above P1 certification, but less than diploma.
  o Diploma in teaching: Diploma in arts or sciences, etc – must be specific for teaching.
  o Special needs education certificate: special needs teaching qualification (diploma or certificate)

- Q13: if a teacher started teaching before being officially posted, we will use the first year of teaching, not the first year of being posted

- If a teacher on the list is absent then leave the corresponding row blank as this information will be collected during the second visit if the teacher in question is present at that time.

Module 2B: Teacher Questionnaire (Second Visit)

<u>Interviewee</u>: The same 10 teachers randomly selected during the first visit as soon as possible after arrival at the school

- A second visit is to be made to each school after the first visit and on a different day.

- The teams must not arrive at the school after the official closing time. It is recommended that the teams do not plan to arrive at the school for the second visit later than 3pm.

- It is important for the team to accurately note the start and the end time of the second visit.

- When you arrive, search for the school principal (or the head teacher or most senior teacher present in the school that was met during the first visit)

- Meeting with Head of the school: introduce yourself and your colleague. Explain that you have returned to complete the survey that started a few days before because you did not complete some of the questions in the survey..

Attendance

- Module 2B should be administered to the same 10 teachers randomly selected during the first visit as soon as possible after arrival at the school.

- Locate the 10 teachers (ask for assistance from a member of staff to identify them).

- Note what the teacher was doing when you arrived or whether they are absent (if you cannot find them after inquiring within the school premise, write absent)

- Some of the teachers on your list who were absent during your first visit could now be present. Meet the teachers that were absent during the first visit individually

- Ask each of them all the questions in Module 2B.

- If a teacher on the list is absent both on the first and the second visit, collect the information about them by asking the head teacher or the most senior member of staff. Note in Q16 that the information was not collected directly from the teacher.

Classroom Count

- Carry out the classroom count as soon as possible after arrival at the school or whilst collecting information from the 10 randomly selected teachers for the teacher questionnaire.

- Walk around the school premises and count the total number of classrooms, the number of classrooms that contain pupils but no teacher and those that contain both pupils and a teacher.

- You will not normally need to request information from any member of staff to complete the classroom count as it is based on observation.

- Count only classrooms that have several pupils in them, i.e. rooms that should have a lesson ongoing. Do not include classrooms with one or two pupils only (e.g. one or a few pupils that are in the room because they are being disciplined, not because a lesson is planned to take place there etc).

- Q17: if a classroom is stacked w/ furniture and clearly is not used for teaching, it should still be listed as a classroom but under Q18 (whether the classroom has pupils), enumerator will record "no".

- Q18: we only count classrooms that contain pupils. If a classroom is empty because the pupils that normally use it are in a lesson that is being held outside, we do not count it. If a lesson is taking place outside, then we treat this as a classroom.

- Q18: classroom count should include library (if it is used to hold library classes), science labs, Islamic religious studies room and computer lab. If nothing is done in a science lab other than a science club (after school), then it should not be included in the classroom count.

Completion of missing data

- If any part of the survey modules remained incomplete after the first visit to the school, the enumerators may collect the information in the second visit after completing module 2B and the classroom count.

- Ask the head teacher or most senior teacher present for permission to complete the survey. Note in the comments field if information in the relevant module was collect during the second visit.

End of the second school visit

- Thank the school principal for his cooperation and assistance for the visit. Let them know that if they are interested, the results will be available through the World Bank.

Module 3: School Finances - PETS

<u>Interviewee</u>: School principal, head teacher or accountant

- Indicate to the school principal that it would be useful to have with him the school budget records to answer some of the quantitative questions.

  IT WOULD BE USEFUL IF YOU HAVE WITH YOU THE SCHOOL BUDGET RECORDS AND SCHOOL BOOK RECORDS TO HELP ANSWER SOME OF THE QUESTIONS

- Ask if the school has received any financial support (in cash) in the form of a capitation grant from the Government (other than staff salaries) in the last fiscal year (2010/11) and the current fiscal year (2011/12).

- Government includes here all level of administration (except the local community).

- Ask the respondent to make use of his written records for these figures

- If a school employee (accountant, etc) or the school committee keeps those written records of received resources, ask for these questions to be answered by that person knowledgeable of these resource flows.

<u>Cover Sheet</u>
In most cases, the respondent for Module 3 should be the same as the respondent for Modules 1 and 2: the head teacher of the school. If so, fill out the cover sheet **_after_** completing the interview. In special cases where there is someone else at the school who has more information about the school finances, then the respondent might be a different person. If so, fill out the cover sheet **_before_** starting the interview.

<u>For all questions</u>: Do NOT read the responses aloud. Instead, listen to what the respondent says and then decide which response code fits best.

<u>Q201</u>: In the 2011 academic year, did this school receive a Free Primary Education (FPE) grant from the Ministry of Education (MOE)?
If the school receives a grant from the MOE, but is not aware that the grant is called a "Free Primary Education" Grant, you can still write response "1". *Suggestion*: Ask the respondent for a "confirmation book" in which all funds received are listed. You should probe to see if the school has this book.

<u>Q202</u>: For the 2011 academic year, was the FPE grant split into general purpose funds and instructional materials funds?
If the school received two separate grants, but is not aware that they are called "general purpose" and "instructional materials" funds, you can still write response "1". If only one account, but grants are split, write yes. If one accout and transfers are not split, write no.

<u>Q203</u>: In the 2011 academic year, how many separate FPE transfers were received?
The only reason we ask this question is to assist you to fill out the table in Q205. The response to Q203 should tell you how many rows of the table to fill in.
However, in the exceptional case when a school received some of its funds via check (rather than direct transfer), then the number of rows may exceed the number from Q203.

Q207-Q209: How much money is this school <u>entitled</u> to receive per pupil in the FPE instructional materials grant? For the 2011 academic year, was the amount of money received in the FPE General Purposes grant based on the number of pupils in 2011, or the number of pupils in 2010?
These questions were created to determine whether the school is receiving the proper amount of funds from the MOE. If the school is not receiving the proper amount, it may be because the MOE's records have an incorrect number of pupils. Also, these questions gauge the extent to which the school is aware of how much it should receive per pupil, whether the amount it received in 2011 reflected the true number of pupils the school had in 2011, and whether the school is aware of how much is allocated to General Purposes vs. Instructional materials.

Questions involving earmarking
"Earmarking" funds means that the school does not get to decide how to spend those funds—the external source providing the funds has stipulated how the funds are to be used. When there is a question about earmarking, ask yourself who is making the decision about how to spend the money: is the decision made at the school level? If so , then the funds are not earmarked. "Discretionary" is the opposite of "earmarked". The following questions relate to this concept of "earmarking":
Q210: Are the general purpose FPE funds received by this school earmarked by MOE for particular purposes?
Q217c: Were these funds earmarked for particular purposes?
Q218: For the 2011 academic year, what was the total amount of discretionary or unearmarked funds available to the school (that is, funds that were not tied to any specific line item in the budget by an external source)?
Q305: Who gives the final approval in deciding how to allocate discretionary funds? By discretionary, I mean funds that were not tied to any line item in the budget by an external source.

Q213-216: Fees versus Levies
Fees are monies paid to the school for tuition. Any other money paid by parents/ pupils to the school (e.g., for food or other programs) are levies.

Q217: From which of the following <u>governmental</u> and <u>non-governmental</u> sources did this school receive <u>financial</u> support (in cash) in the last academic year (2011)?
This table should not include any funds received from TSC that were distributed or passed on to TSC teachers. This table should only include funds received by the school that the school itself used.

Q222: For items 13 and 14: If the school received maize, ask for the market price of maize. Do not list the amount of food received.

Q301: What was the total annual planned budget for the 2011 academic year?
This question refers to whatever plans the school made about how to spend its funds at the start of the year. In this case, if the school had a written plan for a 5 million KSh budget, then that is the plan you should ask about. If the school was thinking it would get 5milion KSh, but didn't make an actual written plan until it received the funds, then you should ask about the budget it made after receiving the funds. If the school never made a written plan, then write "998" and follow the skip code.

Q306: In the 2011 academic year, which of the following expenses were paid for by this school?
- For TSC teachers, we expect that the response to Q306a will almost always be "no", since TSC teachers are paid by the TSC. However, the school tops up the TSC teacher's salary (e.g., with bonuses) then please list those expenses here.

- For all items, if the school gave money to another person (e.g., the PTA) to purchase the items, that should still be listed here since the school provided the money. If the PTA purchased certain items on their own (with separate resources) then those expenses should not be listed here.
- For instructional materials, please include all materials that the school purchased, even if the funds came from the FPE grant.

Q307: Who has responsibility for purchasing instructional materials (including books) for the school? If the school has created a specialized committee, apart from the SMC, to purchase instructional materials, this should be coded as "Other". For example, if the respondent says "School Instructional Materials Committee", this should be coded as "Other".

Q314: Do you and/or other teachers regularly encounter delays in receiving your salary or monthly allowances? Definition of "frequently": If the payment was late 10 or more times, list "1". If the payment was late between 6 and 9 times, list "2". If the payment was late between 1 and 5 times, list "3". If the payment was never late, list "4".

Q403-404: These questions refer to lunch only. If the school provides other food (e.g., breakfast, snack), please do not include these.
Note: if the response to Q403 is "3" (lunch is included in pupils' fees), then please confirm the responses to Q213 and Q216 (whether the school charges fees or levies).

Q501: Who is responsible for monitoring the school's use of funds?
If the respondent says "Government Auditors", please ask whether the auditors were from MOE. If so, this can be captured under response "1". If the school is not sure, then list response "6" (other specify).

Q502: For each of the following, please indicate whether you regularly report on this data to the DEO and/ MOE. Note change in response codes
List one response only:
1) Information not reported
2) Information submitted once per month
3) Information submitted once per semester
4) Information once per academic year
5) Information is reported, but do not know how often it is submitted
Don't know whether or not information is reported to DEO or MOE
- If the information is submitted more than once a month, write response 2.
- If the information is submitted more than once per semester, but less than once per month, write response 3.
- If the information is submitted more than once per academic year, but less than once per semester, write response 4.

Q503: At the end of the 2011 academic year, how many pupils successfully completed Standard 8? This question includes only exams that were completed and results published. If scores were cancelled, then the pupils should not be considered "successfully completed".

Q507: What were the 3 most common complaints received during the 2011 academic year?

For this question, you should either code "1", OR you should list up to 3 common complaints. Do not list code "1" and also list other codes.

Section 6: Quality of Records
This section should be filled out after you have left the interview room and you are no longer in the presence of the respondent. Please do not discuss these questions with the respondent at any time.

Module 4: Classroom Observations

Interviewee: Classroom observation

- In every school, observe a full lesson (until the class is dismissed) in grade 4, either in English or mathematics. If there is more than one class of grade 4, randomly select one class.

- **IMPORTANT** Class selection: When you arrive at the school, inform the head teacher (or main respondent) that you will observe one class room session. Do not inform him/ her immediately which grade or subject we will observe. To select the class, request to see the school timetable and select a class four English or Mathematics lesson.

- Introduce yourself to the teacher:

  > **I AM RESEARCHER. WE ARE CONDUCTING A SURVEY TO LEARN ABOUT EDUCATION IN KENYA. I WOULD LIKE TO OBSERVE THE ACTIVITIES IN THE CLASS FOR A FEW MINUTES YOU DON'T MIND. I WILL SIT AT THE BACK OF THE CLASS. PLEASE CONDUCT THE LESSON AS YOU WOULD NORMALLY AND IGNORE MY PRESENCE.**

- Fill out the cover page titled "Module 4: Classroom Observation" by the end of the observation session and remember to ask the headmaster or most senior teacher the scheduled class time prior to observing the lesson.


Module 4A: Time on Task (see annex for definitions table)

- Record your observations every minute (i.e. report a snapshot of activities in the class). There are 60 snapshots, under which there are boxes where you make a tick if the activity is performed. Sit in the back of the class and observe the class until the lesson has ended, with the first snapshot beginning after one minute. If arrived late, ask the teacher when the lesson started and start recording the same number of minutes afterwards.

- For each minute, record what is happening at that instant i.e. every minute, make a tick for the activity that the teacher is performing at the time. It is intended to be a snapshot of what is happening and not what took place over the one minute interval.

- Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen.

- If option (1) is chosen, at least one of (1a) through (1l) should also be indicated. Options (1a) through (1l) are not mutually exclusive so more than one can be ticked as long as the teacher is teaching and the pupils are engaged in a learning activity.

- The enumerators must be well familiarized with the definitions for each activity (in Annex E) and may carry a copy of the definitions with them in the field.

- At the end of the classroom observation session, add up the total number minutes spent on activities (1), (2), (3), (4), (5), and (6) - total number of ticks per row - and note the total down in the last column of the table.

- If the lesson observed is a double lesson (e.g. two maths lesson back to back), record information about the first lesson only and mark the lesson as ended when the next lesson begins. If the school bell rings before the end of the lesson, keep going until the teacher stops the lesson.

Modules 4B, 4C and 4D

- After completing the time on task matrix and before leaving the room, answer the questions in sections 4B to 4D. Complete these sections based on your own observations except for questions where there is a specific instruction to ask pupils or the teacher some questions.

- Q21: This question is designed to assess the quality of the blackboard and specifically, if it is dark enough for chalk writing to be readable. To answer this question, copy the text on the card printout in the annex on the board at the end of the lesson (write the same text and in the same size). Go to the back of the classroom and answer yes if you can read the text easily, otherwise, answer no[2].

- Q 22 – 23: These questions are designed to measure whether the classroom has sufficient light to read text on the blackboard from the front and the back of the classroom. To answer this question, place the printout in annex 3 on the board. Attempt to read it from the back and front of the classroom and answer yes if you can read the text easily, otherwise, answer no.

- Q24: To answer this question, you will need to use the Lux meter. A lux meter (or light meter) is a digital device used to measure the amount of light.

- Place the lux meter sensor at the middle of board with the sensor facing the classroom. Hold the sensor in place until the reading become stable and record.

Black board

Lux meter
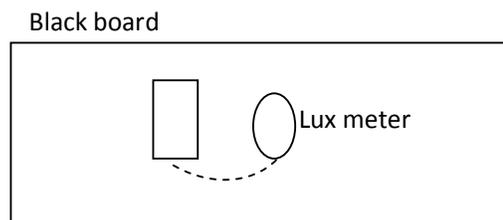
- Q 29 – 32: Ask the students to hold up their textbooks, pencils and notebooks to respond to these questions at the end of the lesson.

- Q33-61: Self explanatory (Module 4C, part of Module 4D)

- Q62: A scheme of work is curriculum based plan that is used throughout the month/ term or year to define the content and flow of the teaching course. It typically maps out how

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[2] The approach in Q21 – 23 was not field tested in the Kenya survey pre-test. It is recommended that it is field tested and adjusted if needed prior to the commencement of field work.

resources, activities and assessments will be used over a series of lessons to ensure that the learning aims and objectives of the course are met successfully.

- Q63: A lesson plan is a teacher's detailed description or outline of the contents, activities and learning objectives of one lesson.

Module 5: Test of Grade 4 Pupils

Interviewee: To pupils on a one-to-one basis, after the classroom observation session.

**Protocol for interviewing Children and Young People**

- According to **ESOMAR** guidelines for "Interviewing Children and young people" when a survey is being carried out within a "protected environment" - i.e. a location such as **a school** or leisure centre where some person in authority has overall responsibility for the protection of the child - then the permission of the relevant adult overseeing that location (such as a teacher) must be obtained before conducting any interview. ((ESOMAR is the world organization for enabling better research into markets).

Selection /Sampling of 10 pupils
- You need to sample 10 pupils taken from the grade 4 classroom that was observed for the classroom observation module. If for logistical reasons the pupil assessments are administered before the classroom observation, the enumerators must select the pupils from one grade 4 class and try to observe a lesson that takes place in that same class later on. If this is not possible, the enumerator must note in Q5 of module five the pupils assessed were not from the classroom observed.
- First obtain the list of all students in Grade 4 in the classroom. Then, using the random number table provided, identify the line in the table corresponding to the total number of Grade 4 pupils in the school, and for each random number on that line (up to 10); identify the pupil on the student list corresponding to the number selected. If there are less than 10 pupils in the class, then select all the pupils.
- Write down the names of the 10 selected pupils and ask their teacher to send them, one by one, every 20 minutes in the room where the assessment will be conducted.

Material and seating arrangement
- You should give out a pupil booklet to the pupil, which you will have to collect at the end of the assessment and sit next to them with your enumerator booklet, from which you will read the questions and in which you will record the pupil's marks.
- If the teacher is in the room, he should be seated at a separate work station, so they don't interfere with your testing. Make sure each pupil has a pencil and an eraser. It is best to arrange things in the following order:
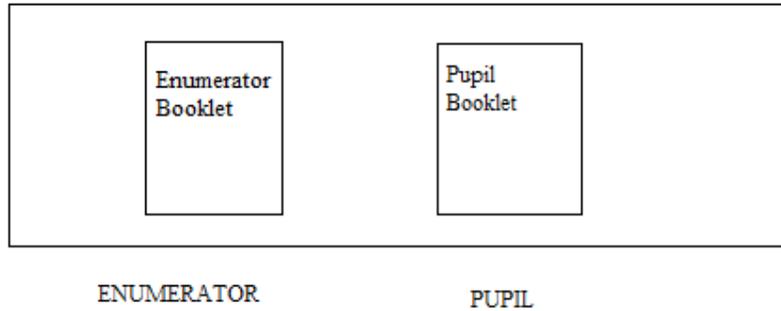
- This way you can turn over the pages in the pupil booklet for the pupil without having to reach over the pupil and the pupil has enough space to write on the answer sheet.
- You need to prepare some of the information on the Enumerator Booklet the night before. That is, you need to fill in the SCHOOL CODE of the school you are going to on all the answer sheets.
- Once you have sampled the student in Standard 4, fill in the pupil number for them on the Booklet. Ask the teacher who is helping you to bring the pupils in order of your sample.

Logistics for the test
- You will go through the test together with the pupil and simultaneously mark his/her answers in your Enumerator Booklet (which you should shield from the pupil's view).
- Before you begin the test, explain to the pupil what is about to happen. Below is an example intro, adapt this as you like:

> "HELLO MY NAME IS _____. WHAT'S YOUR NAME? I'M HERE TO FIND OUT ABOUT THE THINGS YOU ARE LEARNING AT SCHOOL, SO THANK YOU VERY MUCH FOR HELPING ME WITH THAT. WE'LL SPEND 25 MINUTES TRYING TO FIGURE OUT THE ANSWERS TO SOME QUESTIONS TOGETHER. THERE IS A SHORT TEST IN ENGLISH. FOR MOST OF THE QUESTIONS YOU CAN JUST TELL ME THE ANSWERS IN ENGLISH. FOR SOME QUESTIONS, I'LL ASK YOU TO WRITE DOWN THE ANSWER ON THIS ANSWER SHEET HERE. THERE IS ALSO A SHORT TEST IN MATHEMATICS AND A PICTURE PUZZLE. YOU CAN ANSWER THESE QUESTION IN ANY LANGUAGE YOU LIKE. FOR MOST OF THEM I'LL ASK YOU TO WRITE DOWN THE NUMBERS ON YOUR PUPIL BOOKLET HERE. IT'S OK?"

- The pupil has 25 minutes to complete the test: 10 minutes for the English part, 10 minutes for the Mathematics part and 5 minutes for the non-verbal reasoning part. If the pupil has not completed the English part after 10 minutes, then move on to the Mathematics part. If the pupil has not completed the Mathematics part after 10 minutes, then move on to the non-verbal reasoning part – allow only five minutes for this part. Take note of the time at the beginning of the test and make sure you stick to the time limits. Start the test and read through the instructions for each question, **DO NOT PROVIDE ANY HELP IN ADDITION TO THE SCRIPT.**
- Record the time at the end of the test.
- The enumerator could speak in any language familiar to the student. However, **the pupil has to speak in English in the ENGLISH section** of the test but can speak in **any language in the MATHEMATICS section of the test**.

Enumerator Script and Marking Scheme
- The enumerator booklet contains the questions that should be read out to the pupil and instructions on how to mark them. You should spend some time to familiarize yourself with

the pupil test, the question prompts and the instructions and how to mark the test before you begin assessing pupils. The correct responses are listed in the annex.

Enumerator Conduct
- The main thing to bear in mind is that sitting the test should be a positive experience for the student. To ensure that this is the case, you should speak in a calm and friendly manner and give lots of praise. If a student takes a long time over a question and gets very tense, instruct them to move on in a friendly manner. If a student finds the test really difficult and scores very low marks, then in the end you could spend a minute or so going through one of the very easy questions together with them, and giving them some help so that they can answer it. Of course, you shouldn't mark this answer; it's merely intended to give the student some confidence.

Timing of the Test/ Unanswered Questions
- We have allocated 20-25 minutes for the tests. For fairness and logistics, it is very important that you stick to the time limit. Of course, there will be some children who will find the test extremely hard and will not manage to attempt all the questions in the allocated time. The questions are ordered from easy to hard. So if you realize that a child is struggling and takes a very long time, it's up to you to decide when to wrap up the test in a nice manner. If the child is struggling on the English paper, then after 10 mins, mark all the remaining questions as incorrect, i.e. give zero points, and move on to the Mathematics paper. Similarly, if the child is struggling on the Mathematics paper, then after 10 minutes, wrap up and mark all the remaining questions as incorrect, i.e. give zero points.

Module 6: Assessment of Grade 4 teachers

<u>Interviewee</u>: All the language and Mathematics teachers who are currently teaching Grade-4, and those that have taught language and Mathematics in Grade-3 the year before
The teacher assessment will be administered to: (i) all the grade four teachers; (ii) the previous year's grade three class teacher(s); and (iii) 3 – 5 teachers that teach maths and English to grade five and above.

- The teacher assessment is administered en masse. The best time to administer the teacher assessment is during the school lunch break.

- **Preparation of material and seating arrangement:** You should test the teachers in a room that comfortably seats around 20 people, i.e. designated class room or the school hall. Teachers should sit at least two arms' lengths apart.

- You should give out an assessment booklet to each teacher, which will be collected at the end of the assessment. Make sure every teacher has a pencil and a rubber on their desk.

- You need to prepare some of the information on the assessment booklet before handing them out, such as the school code and the teacher code and name. Read out the names one by one. They should raise their hands when they are called, go to their desk and give them an assessment booklet.

- **Logistics for the test:** Teachers have 1 hour and 10 minutes to complete the test. Allow only the allocated amount of time for each task by asking the teachers to move to the next task when the time is up:
  - Part A (35 minutes)
    - Task 1: Assessing Pupils' Literacy
    - Task 2: Assessing Pupils' Numeracy
  - Part B (35 minutes)
    - Task 3: Preparing to teach
    - Task 4: Assessing differences in pupils' abilities
    - Task 5: Evaluating the learning achievements and progress of students

- **Instructions for the test:** Inform the teachers that they must not speak to each other or refer to any materials to complete the test.

- Ask the teachers to read out the instructions that are on the test paper. Re-emphasize the underlined instructions to the teachers.

- Before the start of the test, they should provide their personal information in the table at the start of the test booklet. Remind them that the tests will be confidential and that they will not be identified in the data as individuals.

- You should explain that there are seven tasks in the test. The first two tasks require the teachers to correct a student paper and to provide the correct answers where necessary. The following three tasks will assess teaching skills that are relevant to everyday classroom activities.

- Check that teachers have all the necessary material and ask if anyone has questions before they turn over the assessment paper. Once this is done, they are allowed to open the test and start. Teachers are not allowed to talk during the test or to use calculators or cell phone (which could have also calculator).

- Record the time at the beginning of the test and when the test will finish on the blackboard.

- Whist the teachers are completing the assessment, fill out the cover page titled "Module 5: Teacher Assessment" and note the number of teachers assessed

- Provide clarifications to teachers when needed if they do not understand what they have to do. Do not provide the teachers with the responses.

End of the first school visit
- Thank the school principal for his cooperation and assistance for the visit.

Annexes

List of Annexes

Annex A. Team Codes

TEAM	Team Code	Supervisor	Supervisor Code

The interviewers are then coded within each team. For instance, for the team with the code 2, agents' codes are respectively 22, 23, 24, 25.

ENUMARATORS' CODES	CODES
Team 1	00
	01
	02
	03
	04
	05
Team 2	10
	11
	12
	13
	14
	15
Team 3 etc	20
	21

Annex B. Geographic Codes

Codes to use on cover pages are the following:

REGIONS			DISTRICT	
Province name		Code	District name	Code
				01
		01		02
				03
				01
		02		02
				03
				01
				03
		03		04
				05
				06
				01
		04		02
				03
				01
		05		02
				03
				01
		06		02
				03

These codes are those to be written on the questionnaires.

Annex C. School Codes

Annex D. GPS Coordinates

Annex E. Time on Task Definitions

1	Teacher in class – teaching	The teacher is in the classroom and is teaching the pupils. He/ she is performing one or more of the activities 1a – 1l below. While the teacher is doing this, most of the pupils are engaged in the activities performed by the teacher or the task that the teacher has set.
1a	Teacher interacts with all children as a group	The teacher is interacting with the whole class at once (interacting means that the pupils are expected to communicate with the teacher, not only listen or observe). For example, the teacher is leading an academic discussion, verbal exchange, or a question/answer session that takes place regarding the lesson material, assignments, or problems, requesting a round of applause.
1b	Teacher interacts with a small group of children	The teacher is interacting with a group of pupils, not the whole class (interacting means that the pupils are expected to communicate with the teacher, not only listen or observe). For example, the teacher is explaining a topic to a group of pupils, correcting their work, having a conversation with the group of pupils about the lesson or asking them questions. This includes times when the teacher is interacting with a group of pupils that are seated together at a desk or when the teacher has organized a group activity/ group based work for the class.
1c	Teacher interacts with children one on one	The teacher is interacting with an individual pupil on a one to one basis (0nteracting means that the pupil is expected to communicate with the teacher, not only listen or observe). For example, the teacher is explaining a topic to a pupil, correcting their work, having a conversation with the pupil about the lesson or directly the pupil asking questions. This does not include times when an individual pupil is discussing with the teacher or answering questions for the benefit of the whole class (i.e. out loud). In this case, mark as "teacher interacting with the all children as a group".
1d	Teacher reads , lectures or demonstrates to the pupils (pupils only listen)	The teacher is reading from a text or is explaining an activity, demonstrating the procedures to be followed, the amount of work to be finished, explaining an assignment or using some form of media (e.g. radio) to inform pupils. While the teacher is doing this, the pupils are listening and observing the teacher. They are not required to interact with the teacher e.g. ask or respond to questions, or to

		participate in any way.
1e	Teacher supervises pupil(s) writing on the board	The teacher supervises one or more pupils writing on the blackboard (or pupils writing on a flip-chart or paper that can be seen by the class).
1f	Teacher leads kinesthetic group learning activity	The teacher leads or observes a kinesthetic group activity. This is an activity where a group of pupils are carrying out a physical activity, rather than listening to a lecture or merely watching a demonstration. It is also referred to as tactile learning. This includes dancing, do-it-yourself, singing song, etc. The physical activity must be for educational purposes.
1g	Teacher writing on blackboard	Self-explanatory.
1h	Teacher listening to pupils read/ recite	The teacher listens or observes one or more pupils whilst reciting times tables or passages that are memorized, reading from a text on the board, their own writing, or from reproduced material (book, periodical, reproduced text, etc.). When reading aloud, generally students take turns reading sections from the material or one pupil might be reading for the whole class.
1i	Teacher waiting for pupils to complete task	The teacher is not actively teaching or interacting with any pupil whilst he/ she waits for the pupils to complete a learning activity. The teacher is not doing any paperwork.
1j	Teacher testing students in class	The teacher is administering a test to students. This is different from individual desk work because a test paper has been set.
1k	Teacher maintaining discipline in class	One or more pupils are being disruptive and the teacher is disciplining the class or reprimanding one or more pupils for their behavior. The pupils could be sent out of the room for disciplinary reasons. This may include corporal punishment.
1l	Teacher doing paperwork	The teacher is doing paperwork - typically at his or her desk - that is not related to the lesson taking place, whilst the pupil are engaged in a learning activity. The teacher is not interacting with the pupils.

2	Teacher in class – not teaching	The teacher is in the classroom but he or she is doing something that does not relate to learning and at the same time, the pupils are not engaged in any learning activity e.g.: • teacher is interacting with pupils but on issues not related to educational activity e.g. talking to students about various matters with no relation to the lesson or learning. • teacher is doing something other than teaching(e.g. desk work, talking to other teachers, talking on the phone, sleeping, reading to him/herself) whilst the pupils are not engaged in any learning activity or task.
3	Teacher not class – learning activity ongoing	The teacher is not in the classroom but most of the pupils are engaged in a learning activity. This applies in situations when the teacher is temporarily out of the classroom or has stepped-out and not when the teacher is absent for long periods of time (10 minutes or more). It includes instances when the teacher has stepped out of the classroom temporarily but has given task to engage the pupils in a learning activity e.g. pupils do desk work, copy form the board or complete activity whilst the teacher is temporarily out of the classroom.
4	Teacher not in class – no learning activity ongoing	The teacher is not in the classroom and most of the pupils are not engaged in any learning activity. This includes instances when: • the teacher is not in the classroom (e.g. late arrival or early departure) and the pupils are not engaged in any learning activity whilst they sit in the classroom. • the teacher has stepped out of the classroom but has not given task to engage the pupils in any learning activity.
5	Break	Different from no instructional activity because it is official, the teacher said this was a break.

|	Number of pupils off task	In these boxes, you must record the approximate number of the students that are doing something other than the ongoing learning activity (if any). This should include students that are: • Chatting or interacting with other student about issues not related to the lesson • Fighting, playing or having physical interaction unrelated to the lesson with other students • Being disciplined • Sleeping, day dreaming or not paying attention • Distracted by an activity or event inside or outside the classroom If there is no instructional activity on-going, all pupils in the classroom are not engaged on task.
6	Class ended	Self-explanatory

Annex F. Random numbers tables

For selection of 10 teachers in Module 2:

Please refer to Page 24 on use of Random Numbers Table below to select 10 teachers randomly from the staff roster.

Rows	Columns 1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50
1	39634	62349	74088	65564	16379	19713	39153	69459	17986	24537
2	14595	35050	40469	27478	44526	67331	93365	54526	22356	93208
3	30734	71571	83722	79712	25775	65178	7763	82928	31131	30196
4	64628	89126	91254	24090	25752	3091	39411	73146	6089	15630
5	42831	95113	43511	42082	15140	34733	68076	18292	69486	80468
6	80583	70361	41047	26792	78466	3395	17635	9697	82447	31405
7	209	90404	99457	72570	42194	49043	24330	14939	9865	45906
8	5409	20830	1911	60767	55248	79253	12317	84120	77772	50103
9	95836	22530	91785	80210	34361	52228	33869	94332	83868	61672
10	65358	70469	87149	89509	72176	18103	55169	79954	72002	20582
11	72249	4037	36192	40221	14918	53437	60571	40995	55006	10694
12	41692	40581	93050	48734	34652	41577	4631	49184	39295	81776
13	61885	50796	96822	82002	7973	52925	75467	86013	98072	91942
14	48917	48129	48624	48248	91465	54898	61220	18721	67387	66575
15	88378	84299	12193	3785	49314	39761	99132	28775	45276	91816
16	77800	25734	9801	92087	2955	12872	89848	48579	6028	13827
17	24028	3405	1178	6316	81916	40170	53665	87202	88638	47121
18	86558	84750	43994	1760	96205	27937	45416	71964	52261	30781
19	78545	49201	5329	14182	10971	90472	44682	39304	19819	55799
20	14969	64623	82780	35686	30941	14622	4126	25498	95452	63937
21	58697	31973	6303	94202	62287	56164	79157	98375	24558	99241

Annex G. Text card for blackboard

G

Y   F   L

X   U   T

O   J   E   S
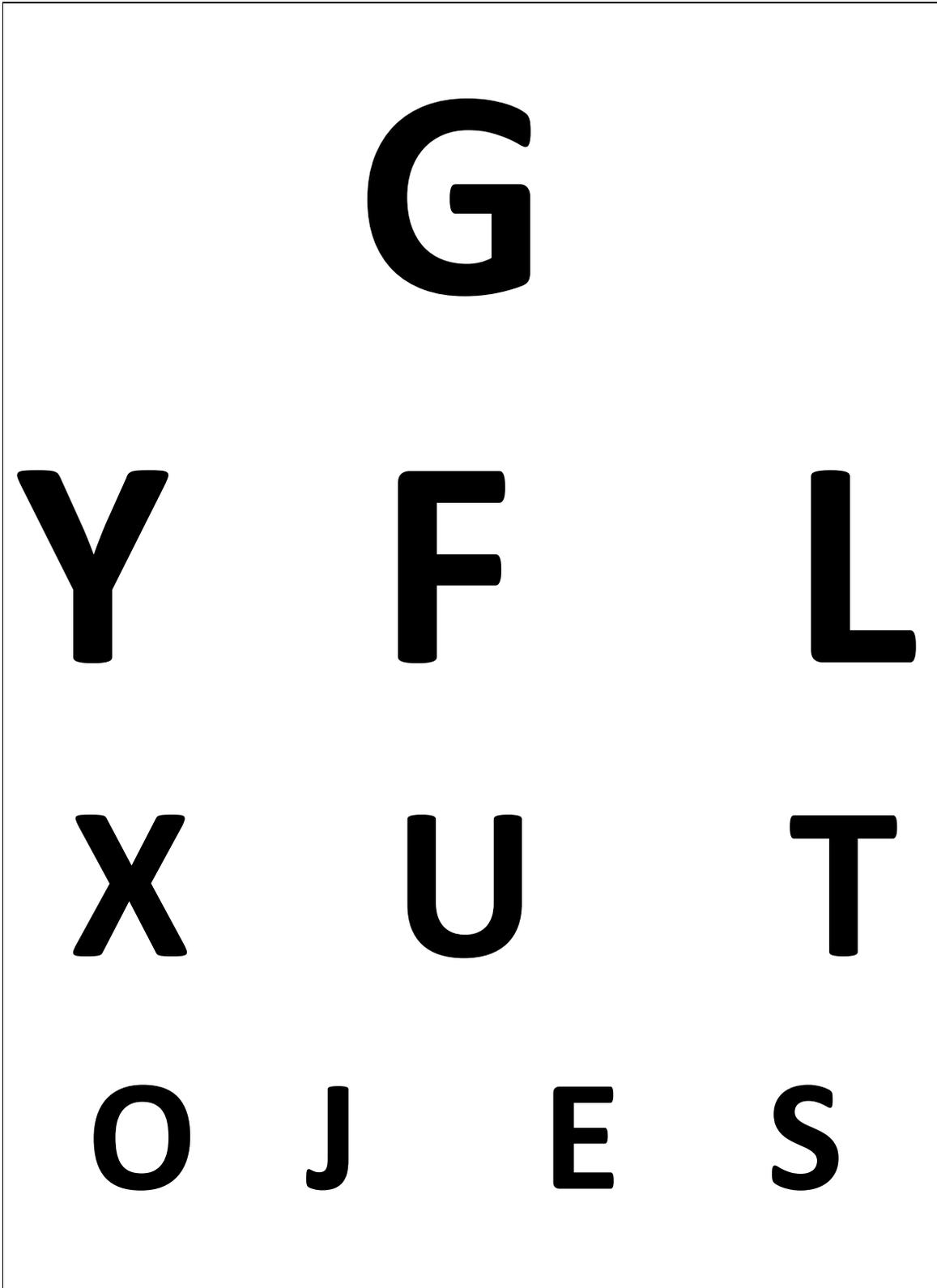
Annex H. Pupil Test Responses

English	
1	Self-explanatory
2	Self-explanatory
3	Bottle - Elephant - Shoes - Shirt/ T-shirt/ Blouse
4	Self-explanatory
5	Self-explanatory
6a	Kiosk
6b	Dog
6c	(ii) - Because Wambui told him her dog doesn't bite

Non-verbal reasoning	
1	2
2	6
3	1
4	4

Mathematics	
1	Self-explanatory
2	2 - 17 - 55 - 117 - 123 - 987
3a	15
3b	55
3c	480
3d	3
3e	8
3f	56
3g	1480
3h	22256
3i	2
3j	15
4	(a) 81÷5
5	260
6	3

INSTRUCTIONS FOR FILLING DIFFERENT QUESTIONNAIRES

To help you manage your appointments better, but also completed questionnaires, we have prepared several sheets. In what follows, we describe how to complete each of these forms.

IMPORTANT INSTRUCTIONS TO SUPERVISORS: first job is to locate the schools on the map.

COMPLETE CONTROL FORMS OF SCHOOLS

PRIMARY ELEMENTS TO CHECK IN QUESTIONNAIRES

DO NOT LEAVE EMPTY CASES EXCEPT FOR JUMPS

<u>Other instructions</u>

Annex I. Planning Sheet

The coordination team at _____ has contacted the district officials before your arrival. They have made appointments in the schools for you. Once on the field, contact him and he will put you in contact with these schools to give you the appointments made.

This sheet is your appointments sheet. Register all the appointments of the week and schedule. This will allow you not to take for example two appointments at the same time if you do not have anyone to go to the interview. Use it as you want because it is yours.

:

TEAM N°:____

Supervisor:_____Code /_____/

Date: from ____ to ____

SHEET OF PLANNING VISITS

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7am							
7:30 am							
8 am							
8:30 am							
9 am							
9:30 am							
10 am							
10:30 am							
11 am							
11:30 am							
12 pm							
12:30 pm							
13 pm							
13:30 pm							
14 pm							
14:30 pm							
15 pm							
15:30 pm							

Make your comments on the attached sheet.

Annex J. School Control Statement

This form is also to be filled when you have completely finished the investigation into the school. It is affixed to the back of the file containing all the questionnaires from the school.

Once all the completed questionnaires, fill the form:
For the first three questionnaires, you just have to confirm whether it has been investigated or not. Do not write in the boxes for the number. But, for others, enter the number of completed questionnaires, if it has been investigated or not, etc. ...

Team code: |___|___|

Supervisor:…………………………………………………………………
Code
|___|___|

Delegation: ………………………………………………………………
Code
|___|___|

District:…………………………………………………………………….
Code
|___|___|

School name:………………………………………………………….
Code
|___|___|

QUESTIONNAIRES LIST	Number	Surveyed	Completed	Delivered
FIRST VISIT				
Module 1		☐	☐	☐
Module 2A		☐	☐	☐
Module 2B		☐	☐	☐
Module 3		☐	☐	☐
Module 4		☐	☐	☐
Teacher tests	|___|___|	☐	☐	☐
Pupils tests	|___|___|	☐	☐	☐
SECOND VISIT				
Module 2A		☐	☐	☐

Delivered in: **Delivery date: _____/_____/_____**

Supervisor signature   **Controller signature**